Catalogue Course Description: Adapts principles introduced in ENG 1100 and equivalents to writing for educators. Emphasizes audience awareness, reflection, analysis, argument, research, and effective use of source materials. Students may use any of the following courses to satisfy the requirements of the Core, but only one may count: ENG 2100, ENG 2110, ENG 2120, or ENG 2130.

I. College/School: Liberal Arts  
Department: English Language and Literatures

II. Course Information
   Course Title: Research Writing and Argumentation: Education  
   Course Abbreviation and Number: ENG 2110  
   Course Credit Hours: 3  
   Course Cross Listing(s) Abbreviation and Number: 
      Check ("x") all applicable: 
      Check ("x") all that apply: 
      Wright State Core _X__ Integrated Writing ___ Multicultural Competence ___ Service Learning ___ Laboratory Course ___ Ohio TAG (Transfer Assurance Guide) ___ Ohio Transfer Module _X__ 
      Others (specify)______________________________________ 

III. Course Registration
   Prerequisites: Grade of C or better in ENG 1100, 1110, 1130, or 1140 or ENG 101  
   Corequisites: 
   Restrictions: 24 credit hours earned  
   Other:

IV. Student Learning Outcomes

Applicable WSU Core Objectives:
   • communicate effectively
   • evaluate arguments and evidence critically
   • apply the methods of inquiry of the natural sciences, social sciences, and the arts and humanities
   • demonstrate understanding of contemporary social and ethical issues
   • participate in democratic society as informed and civically engaged citizens

WSU Core Element 1 (Communication) Learning Objectives:
   a. Adapt writing processes and strategies for audience, purpose, and type of task
   b. Organize and produce texts that meet the demands of specific genres, purposes, audiences, and stances
   c. Employ appropriate mechanics, usage, grammar, and spelling conventions
   d. Find, analyze, summarize, and synthesize appropriate source material from both print and electronic environments
   e. Present focused, logical arguments that support a thesis
   f. Use reliable and varied evidence to support claims, incorporate sources from others appropriately, and acknowledge and document the works of others appropriately
   g. Use electronic environments to draft, revise, edit, and share or publish texts use writing processes to explore, think, and learn, and to write appropriately for various tasks and audiences.

Course and Writing Program Objectives and Learning Outcomes:

   Academic reading
      • Choose and evaluate sources for
         - Authority
         - Accuracy
         - Objectivity
Analysis
- Develop facility with academic conventions introduced in ENG 1100, 1110, 1130, or 1140
- Present self-evaluation and ongoing significant reflection that identifies, demonstrates, and articulates learning and writing skills

Research
- Locate, evaluate, and use academic sources
- Incorporate a variety of types of reliable sources, including within major academic areas
- Use sources to support claims and develop thesis
- Interpret evidence
- Establish connections, references, and relationships between sources
- Evaluate possible bias and entrenched loyalties of sources
- Avoid quote-stacking and throw-away quotes
- Foreground writer’s argument without overreliance on sources
- Avoid plagiarism
- Document and cite correctly in APA format

Argument
- Write an arguable thesis statement
- Use reasonable tone that
  - establishes common ground
  - avoids personal attacks
- Respect and grapple with the complexity of issues
- Recognize emotional appeal and logical fallacies
- Sustain progressive, focused, and logical argument that supports thesis
- Acknowledge, accommodate, and refute counterarguments logically and ethically
- Choose and engage target audience that includes skeptical readers
- Avoid stereotyping and oversimplification
- Use reliable and varied evidence to support claims

Understanding of Disciplinary Rhetoric
- Be familiar with and practiced in the discipline-specific issues and writing requirements of their major and profession
- Position themselves as professionals who have a voice in the field
- Incorporate the appropriate dissemination of their research to public and professional audiences

Facility with language and writing
- Establish purpose and use precise language understandable for any academic reader
- Avoid plagiarism
- Observe sufficient mechanics, usage, grammar, and spelling (MUGS) conventions to preserve coherence and meaning of text and credibility of writer and future teacher
- Produce texts whose meaning and purpose can be readily understood by a cold reader
- Use electronic environments to draft, revise, edit, and share or publish texts

V. Suggested Course Materials (required and recommended)

**Primary Texts:**
*Taking Sides: Clashing Views on Educational Issues* by James Wm. Noll
*Everything’s an Argument*, by Andrea A. Lunsford and John J. Ruszkiewicz; or
*A Rulebook for Arguments*, by Anthony Weston; or
*Good Reasons*, by Lester Faigley and Jack Selzer
*Aims of Argument: A Brief Guide*, by Timothy Crusius and Carolyn Channell
*Critical Strategies for Academic Thinking and Writing*, by Mike Rose and Malcolm Kiniry; or
*The Norton Field Guide to Writing*, by Richard Bullock
**Secondary Texts & Supplies:**
*A Writer’s Reference*, by Diana Hacker (with section on Writing in the Disciplines: Education)
*The Writer’s Options: Lessons in Style and Arrangement* (8th ed.) by Max Morenberg and Jeff Sommers
*Teaching Grammar with Perfect Poems for Middle School* by Nancy Mack
*Teaching Grammar with Playful Poems* by Nancy Mack
Essays and articles (education focus) supplied by instructor/class members
WAC essays and articles
Access to computers with word-processing software

VI. Suggested Method of Instruction
Lecture

VII. Suggested Evaluation and Policy

A collection of writing that is drafted, revised, and edited during the course is required, including a minimum of 2 extended formal papers of at least 3 pages each. Rubrics to evaluate student writing will be derived from the outcomes listed above.

VIII. Suggested Grading Policy

At least 70% of the course grade will be based on evaluation of the formal writing. Tests; quizzes; and various brief, formal and informal writing assignments may also be required. As mandated by the University System of Ohio’s outcomes for English composition second course, ENG 2110 students will produce the following:

a. A variety of texts, including at least one researched essay, with opportunities for response and revision.

b. A minimum of 5,000 total words (roughly 20 pages). Electronic or other projects of equivalent rigor may be included.

IX. Suggested Assignments and Course Outline

**6. Suggested Weekly Course Outline Including Typical Assignments (bolded)**

Wk 1: Introduction to syllabus, course policies, expected outcomes, and familiarization with classroom and electronic environments for composing. Introductory writing assignments: *Reading and Summary exercises* concentrating on Education Texts.

Wk 2: Continued work on Education articles: workshops, activities, discussion. Introduction to Professional Identity: *Emails and Virtual Representation*. Guest Speaker

Wk 3: In-Class workshops and *Mini-Presentations* due on Professional Identity: *Emails and Virtual Representation*. Introduction to Rhetorical Analysis: Problems in Education

Wk 4: In-class workshops on “Problems in Education.” Article and Video Discussion/Dissection. Activities regarding authors’ argumentative strategies, bias, emotional appeal, logic, and logical fallacies and accommodating readers’ needs. Brainstorm class list of “Education Problems.” Topic for “Problem in Education” Research Analysis chosen. *Reflection Journal* introduced. **First topic: Research**

Wk 5: In-class workshops on locating research/resources in Education with Guest: Research Librarian. Selection of specific databases. APA documentation. Evaluating Sources. Avoiding Plagiarism. Introduction of “Education Community Solvers” (Their Peer Group—Future Educators)


Wk 8: Conferences with Students. **MUGS Student Presentations.** Introduce **Problem in Education Solution assignment.** **Reflection Journal: Solutions**


Wk 10: **Solution Outline/Plan** due for Education Community Solvers. **Reflection Journal: Accommodating Skeptical Readers**

Wk 11: **Solution Paper** due for Peer Feedback Workshops. Activities on persuasive techniques. **Reflection Journal: Revision**

Wk 12: In-class workshop on persuasive techniques, re-occurring MUGS issues. Workshops on "Lawyer Words" and "Glue Words." Introduction of **Educator's Portfolio**


Wk 14: Portfolio Preparations: Final revisions of student work. **Reflection Journal: I Am an Educator.** Course evaluations. Conferences with Students

Wk 15: Finals week: **Final Educator's Portfolio** due.

**X. Other Information**

For Writing Across the Curriculum Program courses: statement of writing across the curriculum goals, criteria for evaluating writing assignments, and how writing assignments relate to the final course grade.
For combined undergraduate/graduate courses: identify, throughout the above or separately, additional work/responsibilities/grading applied to graduate students.

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This is a sample course syllabus guideline. Course materials, method of instruction, evaluation and policy, grading policy, assignments, and other course matters can differ by specific course sections and individual professors. Additional information can be obtained by contacting the appropriate college and department.